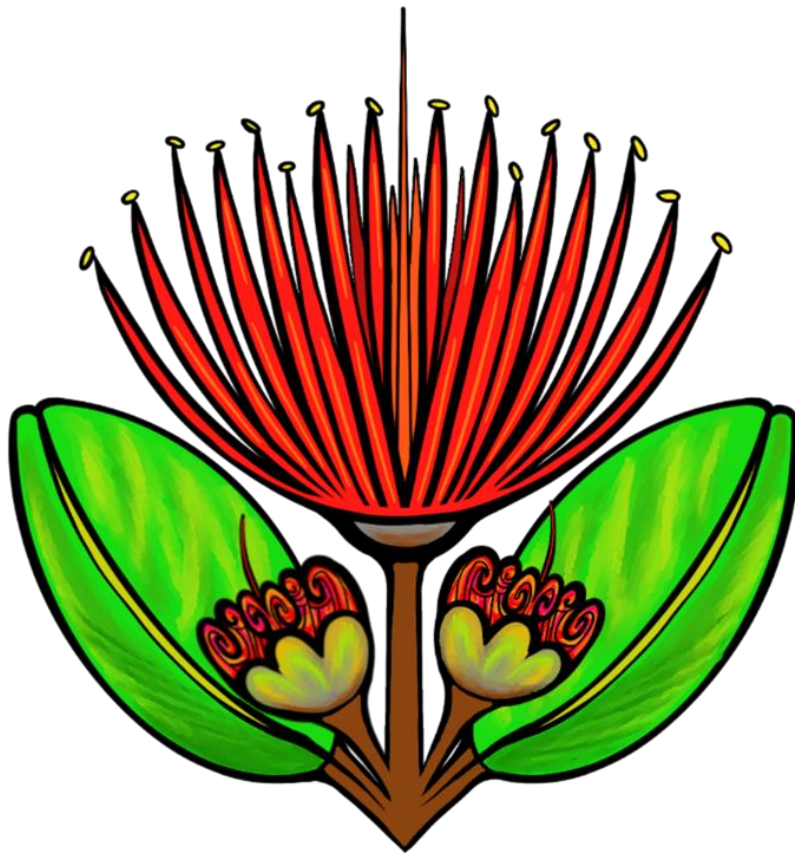


Rātā Street School Strategic Plan/Annual Plan 2025

Learning together to achieve excellence



Rātā Street School Vision

Learning together to achieve excellence.

We want every student, and our staff, to be the best they can be, in every area. We believe that learning together, with and from each other, is a critical part of becoming our best selves.

Our Core Values

Pakari - Resilient
Whakaute - Respect
Whakauru - Inclusive
Aroha - Heart
Mahi tahi - Teamwork

These core values represent our school culture and how we aspire to act in the world. Each value has richness and depth that will be explored in the classroom and beyond.

Direction Statement

Rātā Street School Board of Trustees and staff are committed to:

- **High Expectations**
Upholding high expectations for all and a focus on excellence in all areas
- **Effective Pedagogy**
Promoting effective pedagogy with particular emphasis on teaching as inquiry and differentiated learning for students
- **Accelerated Learning**
Prioritising accelerated learning according to need so that all students achieve
- **Belonging and Diversity**
Fostering a sense of belonging that affirms the diversity of all students
- **Hauora**
Supporting social, cultural, physical, spiritual, mental and emotional wellbeing of students and staff, along with care for others and the environment
- **Broad Learning**
Providing a range of experiences and opportunities for students to learn and thrive

Our Commitment to the Success of Māori and Pacific

As a school with a significant majority of Māori and Pasifika students, we recognise that success for Māori and Pasifika is success for all.

We are committed to actively monitoring the progress of students to ensure the provision of tautoko where required, to accelerate achievement and promote success.

We recognise the value of identity, language, and culture as a key part of teaching and learning.

Te Tiriti O Waitangi

We acknowledge Māori as tangata whenua. We promote the value of te reo, tikanga (Māori culture) and te ao Māori (the Māori worldview).

Māori language is a taonga - protected under the Treaty of Waitangi. It is the foundation language, and indeed an official language of this nation. In learning Māori, our students will increase their awareness of the significance of Māori language and culture in shaping this country's identity.

Rātā Street School Strategic Plan 2025

Strategic Aims

Our core focus as a school is to be a place of learning and success for all children in our community. This means:

Strategic Aim 1

In our school our relationships are based on the school values of Pakari - Resilient, Aroha - Heart, Whakaute - Respect, Whakauru - Inclusive, Mahi tahi - Teamwork.

Strategic Aim 2

We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.

Strategic Aim 3

In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.

Alignment of National Education Learning Priorities (NELPS) to the Rātā Street School Strategic Aims

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of Learning and Work	World Class Inclusive Public Education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand Education is trusted and sustainable
Priorities 1 and 2	Priorities 3 and 4	Priorities 5 and 6	Priority 7	Priority 8
Rātā Street School Alignment:	Rātā Street School Alignment:	Rātā Street School Alignment:	Rātā Street School Alignment:	Rātā Street School Alignment:
Strategic Aims: 1 and 2	Strategic Aims: 1, 2 and 3	Strategic Aims: 1, 2 and 3	Strategic Aims: 1, 2 and 3	Strategic Aims 2 and 3

Strategic Plan 2025

Strategic Aim	Annual Aims 2024	Annual Aims 2025
<p>In our school our relationships are based on the school values of Pakari - Resilient, Whakaute - Respect, Whakauru - Inclusive, Aroha - Heart, Mahi tahi - Teamwork.</p>	<p>To have Rātā Street School attendance rates in line with the Ministry of Education's 2024 targets:</p> <ul style="list-style-type: none"> - attending school regularly (70%) - moderately absent (6%) - chronically absent (5%) <p>To have an average attendance rate of at least 90% each term.</p> <p>Identify behaviour management interventions that support students with high behaviour needs.</p> <p>Consolidate House Groups to strengthen school culture.</p>	<p>To have Rātā Street School attendance rates in line with the Ministry of Education's 2026 targets:</p> <ul style="list-style-type: none"> - attending school regularly (75%) - moderately absent (4%) - chronically absent (3%) <p>Implement behaviour management interventions that support students with high behaviour needs across the school.</p> <p>Embed House Groups to strengthen school culture.</p>
<p>We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.</p>	<p>Education and Training Act 2020 Section 9 Te Tiriti o Waitangi Section 127(1)(d), which provides that one of a board's primary objectives in governing a school is to ensure that the school gives effect to Te Tiriti o Waitangi, including by -</p> <ul style="list-style-type: none"> (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students. <p>National Education and Learning Priorities (NELP)</p> <p>Objective 3: QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the difference for learners and their whānau Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <ul style="list-style-type: none"> (i) Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture (ii) Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori (iii) Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement <p>Consolidate the use of the Te Ao Māori Framework as the vehicle to deliver the Aotearoa/NZ Histories Curriculum.</p> <p>Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the learning programme.</p> <p>Continue to use the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.</p> <p>Create a Whānau Māori Engagement Framework by reviewing the existing opportunities for Māori parents/caregivers and whānau to engage in the learning programme (whānau hui and the school-wide action plan that supports Māori achieving educational success as Māori).</p>	<p>Embed the Te Ao Māori Framework as the vehicle to deliver the Aotearoa/NZ Histories Curriculum.</p> <p>Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the teaching and learning programme.</p> <p>Embed the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.</p> <p>Embed the Whānau Māori Engagement Framework to support Māori students achieving educational success as Māori.</p>

<p>In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.</p>	<p>Consolidate the Structured Literacy approach to teaching reading and wider literacy skills in Te Whānau Kākano, and implement the approach in Te Whānau Pihinga and Te Whānau Puawai.</p> <p>Review school-wide evaluation practices.</p> <p>Consolidate the school-wide approach to support student wellbeing.</p>	<p>Implement the new English Curriculum, and continue with the Structured Literacy approach to teaching reading and wider literacy skills across the school.</p> <p>Develop understanding of the new Mathematics and Statistics Curriculum, and implement PR1ME Maths as part of the teaching and learning programme.</p> <p>Embed the school-wide approach to support student wellbeing.</p>
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Rātā Street School Annual Plan 2025

Strategic Aim	Annual Aim	Actions	Led by	Timeframe	Resourcing	Expected Outcome	Updates
	<p>To have Rātā Street School attendance rates in line with the Ministry of Education's 2026 targets:</p> <ul style="list-style-type: none"> - attending school regularly (75%) - moderately absent (4%) - chronically absent (3%) 	<ol style="list-style-type: none"> 1. Implement the Stepped Attendance Response (STAR). 2. Support staff to understand the new approach. 3. Ensure the STAR is followed by staff. 4. Inform the community about STAR. 5. Inform the community about the Ministry's 2026 attendance targets for regularly attending, moderately absent and chronically absent bands. 6. Inform the community about the difference between justified and unjustified absences. 7. Inform the community about the link between attendance, achievement and wellbeing. 8. Regularly update whānau about school attendance rates. 	<p>Principal</p> <p>Senior Staff</p>	<p>Terms 1-4</p>	<p>Senior Staff Meetings</p> <p>Staff Meetings</p> <p>Board Meetings</p>	<p>Student attendance rates will improve from 2024 to 2025.</p> <p>Student attendance will be in line with the Ministry of Education's 2026 targets.</p> <p>There will be an increase in student engagement and outcomes.</p> <p>Whānau and teachers will have a greater understanding of their role in improving student attendance.</p>	
<p>In our school our relationships are based on the school values of Pakari - Resilient, Whakaute - Respect, Whakauru - Inclusive, Aroha - Heart, Mahi tahi - Teamwork.</p>	<p>Implement behaviour management interventions that support students with high behaviour needs across the school.</p>	<ol style="list-style-type: none"> 1. Solidify the definitions of Tier 2 and Tier 3 behaviours. 2. Share the definitions with staff. 3. Support staff to identify students who demonstrate Tier 1, 2 or 3 behaviours. 4. SENCO to track and monitor students identified as Tier 2 or Tier 3 as part of the Learning Support Register. 5. Support staff to understand interventions that can be used to support Tier 2 and Tier 3 students. 6. Update the Rātā Street School Curriculum to include the Tier 2 and 3 definitions. 	<p>SENCO</p> <p>Principal</p> <p>Senior Staff</p>	<p>Terms 1-4</p>	<p>Senior Staff Meetings</p> <p>Staff Meetings</p> <p>Short Slot Meetings</p>	<p>There will be a shared understanding of the Tier 2 and Tier 3 definitions.</p> <p>The definitions will be used by the SENCO and staff to support individual student needs.</p> <p>The needs of students will be tracked and monitored. These will also be responded to appropriately.</p> <p>Teachers will be supported by the SENCO, LSCs and teacher aides when it comes to working with Tier 2 and 3 behaviour needs.</p> <p>The Rātā Street School Curriculum will be strengthened.</p>	

	Embed House Groups to strengthen school culture.	<ol style="list-style-type: none"> 1. Further develop the House group display in the foyer to include the name of each House. Hang a 'post box' as part of the display so Value Cards can be deposited by students. 2. Implement the new Values Cards with staff and students. 3. Plan and implement a leadership programme for House and Deputy House Captains to develop their leadership skills. 4. Develop a new 'Culture Captain(s)' leadership opportunity within the school. 	Nicole Cooper (DP) Teachers	Terms 1-4	Staff Meetings Whānau Meetings Assemblies Leadership meetings for House and Culture Captains	<p>Relationships and connections will be enhanced across the school.</p> <p>School culture will be strengthened.</p> <p>Students who demonstrate the school Values will be recognised and celebrated.</p> <p>House and Culture Captains will develop their leadership skills through a planned programme and will be proud of their role.</p>	
	Embed the Te Ao Māori Framework as the vehicle to deliver the Aotearoa/NZ Histories Curriculum.	<ol style="list-style-type: none"> 1. Further support teachers to understand and plan using the Aotearoa/NZ Histories Curriculum. 2. Each Whānau to work cooperatively to plan an Aotearoa/NZ Histories unit with a focus on the Rātā Street School 75th Jubilee. 3. Each Whānau to share their cooperative planning with the rest of the teaching team. 4. Hold a 'Learning Across the Decades' celebration. 	Michelle Finn (DP) Te Ao Māori Team	Terms 2, 3 and 4	Staff Meetings Whānau Meetings	<p>The Te Ao Māori Framework will support Māori learners to succeed as Māori.</p> <p>Teachers will further develop their knowledge of how Māori learners can succeed as Māori.</p> <p>Teachers will plan using the Te Ao Māori Framework.</p> <p>The Te Ao Māori Framework will be the vehicle to deliver the Aotearoa/NZ Histories Curriculum.</p> <p>There will be a shared understanding of how teachers plan using the Te Ao Māori Framework.</p>	
We are growing our capacity to value Te Ao Māori and supporting Māori to succeed as Māori.	Continue to participate in te reo me ona tikanga Māori professional development based on the 2 Year Language Framework and use this to strengthen the teaching and learning programme.	<ol style="list-style-type: none"> 1. Staff to participate in te reo me ona tikanga Māori professional development. 2. Share new learning gained from the fortnightly visits to Te Mangungu Marae, with staff and students e.g. traditional waiata (with actions) and tikanga. 3. Continue to support staff with the delivery and use of the Framework. 4. Whānau groups to continue to strengthen the framework by planning new lessons/units of work. 5. Review student confidence when using Te Reo Māori as part of the learning programme. 6. Observe teachers teaching te reo Māori lessons and provide feedback/next steps. 	Caitlin Steere Teachers Michelle Finn Nicole Cooper	Terms 1-4	Staff Meetings Whānau Meetings Observations	<p>Teachers and students will be upskilled in te reo me ona tikanga Māori.</p> <p>Knowledge from Te Mangungu Marae will be shared and celebrated with all students and staff.</p> <p>Teachers and students will be more confident when speaking and using te reo Māori throughout the day.</p> <p>The Framework will be strengthened with new lessons and plans.</p> <p>Teachers and students will use te reo Māori naturally as part of the learning programme.</p> <p>Teacher practice will strengthened.</p>	
	Embed the Rātā Street School Te Ao Māori Framework to support the teaching and learning programme.	<ol style="list-style-type: none"> 1. Share the updated (teacher input) Planning with a Te Ao Māori Framework with staff e.g. the identified examples of practice. 2. Create a classroom resource that informs staff and students of each element in the Te Ao Māori Framework. 3. Ensure the Te Ao Māori Framework elements are displayed in each Ako. 4. Teach the children about each element in the Te Ao Māori Framework. 5. Ensure the Te Ao Māori Framework is used to plan and explicitly teach inquiry across the school. 	Michelle Finn Te Ao Māori Team Teachers	Michelle Finn Te Ao Māori Team Teachers	Terms 1-4	Staff Meetings Whānau Meetings	<p>Teachers knowledge of the Te Ao Māori Framework will be strengthened as examples of practice will be included as part of the Te Ao Māori Framework in the Rātā Street School Curriculum.</p> <p>Students will have access to the elements and some key practices within the Te Ao Māori Framework as part of their classroom environment.</p> <p>Students will have access to, understand and learn through the Te Ao Māori lens. Staff will further develop their knowledge of how Māori learners can succeed as Māori.</p>

						<p>The Te Ao Māori Framework will support Māori learners to succeed as Māori.</p> <p>Inquiry will be planned and taught with a Te Ao Māori lens across the school.</p>	
	<p>Embed the Whānau Māori Engagement Framework to support Māori students achieving educational success as Māori.</p>	<ol style="list-style-type: none"> 1. Share the Whānau Māori Engagement Framework with staff. 2. Implement the Framework for whānau and students. 3. Update the Te Ao Māori Framework in the Rātā Street School Curriculum to Include the Whānau engagement Framework. 	<p>Caitlin Steere Principal</p> <p>Michelle Finn</p>	<p>Terms 1-4</p>	<p>Te Ao Māori Team Meetings</p> <p>Staff Meetings</p> <p>Whānau Hui</p>	<p>There will be a shared understanding of whānau Māori engagement practices.</p> <p>Relationships between whānau Māori and the school will be strengthened.</p> <p>Whānau Māori will engage in the teaching and learning programme.</p> <p>The Te Ao Māori section of the Rātā Street School Curriculum will be strengthened.</p>	
<p>In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.</p>	<p>Implement the new English Curriculum, and continue with the Structured Literacy approach to teaching reading and wider literacy skills across the school.</p>	<ol style="list-style-type: none"> 1. Support teachers with professional development to understand and implement the new English Curriculum. 2. Support teachers to plan using the new English Curriculum e.g. templates. 3. Support teachers to learn about and implement consistent modes of monitoring student progress and achievement. 4. Teachers to use updated assessment information to inform teaching. 5. Support teachers to understand and implement key elements of the Science of Learning. 6. Implement the Syntax Project to support writing programmes. 7. Te Whānau Pihinga and Te Whānau Puawai teachers to participate in professional development facilitated by Liz Kane. 8. Update the Rātā Street School Curriculum to reflect the new English Curriculum. 	<p>Principal</p> <p>Michelle Finn</p> <p>Nicole Cooper</p> <p>Literacy Leader</p> <p>Teachers</p>	<p>Terms 1-4</p>	<p>Staff Meetings</p> <p>Whānau Meetings</p>	<p>Teachers will develop their knowledge of the new English Curriculum.</p> <p>The new English Curriculum be used to teach literacy across the school.</p> <p>Teachers will be supported to plan using the new English Curriculum.</p> <p>Teachers will develop their knowledge of new assessment practices</p> <p>Assessment practices will be consistent across the school.</p> <p>Student progress will be monitored.</p> <p>Assessment practices will be in line with what is being taught by the teachers.</p> <p>Teachers will develop their knowledge of the Science of Learning.</p> <p>The Science of Learning will be used to support teaching practice.</p> <p>The Syntax Project will be used across the school to support students in arranging words and phrases to create well-formed sentences.</p> <p>There will be improvement in the percentage of students who have made accelerated progress in the end of year reading and writing data.</p> <p>The Rātā Street School Curriculum will be strengthened.</p>	
	<p>Develop understanding of the new Mathematics and Statistics Curriculum, and implement PR1ME Maths as part of the teaching and learning programme.</p>	<ol style="list-style-type: none"> 1. Support teachers with professional development to understand the new Mathematics and Statistics Curriculum. 2. Provide opportunities for teachers to learn about the PR1ME Maths resources. 3. Trial the PR1ME Maths resources in classrooms. 4. Engage in PR1ME Maths professional development. 	<p>Principal</p> <p>Nicole Cooper</p> <p>Michelle Finn</p> <p>Senior Staff</p> <p>Maths Leader</p>	<p>Terms 1-4</p>	<p>Senior Staff Meetings</p> <p>Staff Meetings</p>	<p>Teachers will develop their knowledge of the new Mathematics and Statistics Curriculum.</p> <p>Teachers will develop their knowledge of PR1ME Maths and associated resources.</p> <p>Teachers will use the PR1ME Maths resources to support their mathematics</p>	

		<p>5. Support teachers to learn about and implement consistent modes of monitoring student progress and achievement in Mathematics and Statistics.</p> <p>6. Develop a Mathematics and Statistics implementation plan for 2025.</p> <p>7. Update the Rātā Street School Curriculum to reflect the new Mathematics and Statistics Curriculum.</p>	Teachers			<p>programme.</p> <p>Teachers will develop their knowledge of new assessment practices.</p> <p>Assessment practices will be consistent across the school.</p> <p>Student progress will be monitored.</p> <p>Assessment practices will be in line with what is being taught by the teachers.</p> <p>There will be a shared understanding of how the new Mathematics and Statistics Curriculum will be implemented in 2025.</p> <p>The Rātā Street School Curriculum will be strengthened.</p>	
Embed the school-wide approach to support student wellbeing.	<p>1. The NZCER Student Wellbeing Survey will be completed by students.</p> <p>2. Hold Pacific Fono for aiga each term.</p> <p>3. Hold Whānau Hui for whānau Māori each term.</p> <p>4. Create a 2025 Pacific Action Plan in consultation with aiga.</p> <p>5. Create a 2025 Māori Action Plan in consultation with whānau Māori.</p> <p>6. Consult the community on the Health Curriculum.</p>	<p>Principal</p> <p>Nicole Cooper (DP)</p> <p>Michelle Finn (SENCO)</p> <p>Senior Staff</p> <p>Teachers</p>	Terms 1-4	<p>Staff Meetings</p> <p>Whānau Meetings</p> <p>Observations</p> <p>NZCER Survey</p> <p>Health Survey</p>	<p>The wellbeing needs of students will be identified and steps will be taken to support individual needs.</p> <p>Student needs will be monitored closely.</p> <p>Relationships with Pacific aiga will be strengthened.</p> <p>Pacific students and their aiga will be more engaged in the learning programme.</p> <p>Relationships with Whānau Māori will be strengthened.</p> <p>Māori students and their whānau will be more engaged in the learning programme.</p> <p>There will be a shared understanding of the school's actions to support Pacific students and their aiga.</p> <p>There will be a shared understanding of the school's actions to support Māori students and their whānau.</p> <p>The teaching and learning programme will be enhanced.</p> <p>The community will give feedback on the Health Curriculum.</p>		

Achievement Targets 2025

Strategic Aim

Our core focus as a school is to be a place of learning and success for all tamariki in our community.

In our school we are actively seeking ways to innovate and improve our teaching practices and enhance learning experiences.

All students show progress in achievement in relation to meeting national expectations. Target groups will show accelerated progress.

Baseline Data

All Students (percentages rounded)					
		Below	At	Above	At or above
Reading	2020 (322 students)	35% (114 students)	43% (138 students)	22% (70 students)	65%
	2021 (307 students)	36% (111 students)	46% (142 students)	18% (54 students)	64%
	2022 (296 students)	35% 103 students	46% 136 students	19% 57 students	65%
	2023 (292 students)	32% (95 students)	47% (137 students)	21% (60 students)	68%
	2024 (266 students)	37% (99 students)	47% (110 students)	22% (57 students)	63%
Writing	2020 (321 students)	55% (176 students)	40% (128 students)	5% (17 students)	45%
	2021 (307 students)	45% (141 students)	49% (149 students)	6% (17 students)	55%
	2022 (296 students)	44% 129 students	42% 124 students	14% 43 students	56%
	2023 (292 students)	48% (139 students)	42% (124 students)	10% (29 students)	52%
	2024 (266 students)	49% (130 students)	39% (104 students)	12% (32 students)	51%

Reading

- 63% of all Rātā Street School students are reading at or above the end of year curriculum expectations.
- 61% of Māori students are reading at or above the end of year curriculum expectations.
- 49% of Pacific students are working at or above the end of year curriculum expectations.
- 57% of Male students are working at or above end of year curriculum expectations.
- 69% of Female students are reading at or above the end of year curriculum expectations.

Writing

- 51% of Rātā Street School students are working at or above the end of year curriculum expectations.
- 46% of Māori students are working at or above the end of year curriculum expectations.
- 40% of Pacific students working at or above the end of year curriculum expectations.
- 46% of Male students are working at or above the end of year curriculum expectations.
- 58% of Female students are writing at or above the end of year curriculum expectations.

Mathematics

- 57% of Rātā Street School students are working at or above the end of year curriculum expectations.
- 48% of Māori students are working at or above the end of year curriculum expectations.
- 49% of Pacific students are working at or above the end of year curriculum expectations.
- 64% of Male students are working at or above the end of year curriculum expectations.
- 50% of Female students are working at or above the end of year curriculum expectations.

Achievement Targets 2025

All students who were judged below their respective end of year expectation, to make accelerated progress by the end of this year.

This target aims to reduce any disparity in achievement between Māori students and the highest achieving other ethnicity.

Year 2: Writing

17 students (13 male and 4 female)

Māori: 9

Pacific: 4

Year 3: Writing

29 students (17 male and 12 female)

Māori: 16

Pacific: 7

Year 4: Writing

28 students (15 male and 13 female)

Māori: 17

Pacific: 4

Year 5: Writing

15 students (10 male and 5 female)

Māori: 8

Pacific: 5

Year 6: Writing

17 students (8 male and 9 female)

Māori: 7

Pacific: 5

Planned Actions	Led by	Timeframe	Resourcing	Business as Usual
<p>1. Gather and analyse student achievement information</p> <ul style="list-style-type: none"> - Senior Staff/Teachers identify the students needing priority support/targeted instruction to accelerate progress. - Whānau meetings and observations will be held to discuss progress of target students. - Analysis and reflection of data to identify individual strengths and next steps, inform teaching and learning, to track progress, and to make changes to teaching practice where necessary. <p>2. Gather and analyse teacher practice information.</p> <ul style="list-style-type: none"> - Ensure teachers and classroom programmes reflect 'Effective Teaching Practices' and the 'Science of Learning'. - Ensure teaching practice is having a positive impact on student outcomes. <p>3. Use the 'Professional Growth Cycle' to better meet the identified needs of target students. This is linked to individual teacher professional learning development:</p> <ul style="list-style-type: none"> - Structured Literacy, BSLA, Liz Kane (The Code and Structured Literacy) and the Syntax Project approach to teach writing. <p>4. Engage parents in their children's learning through Seesaw.</p> <p>5. Resources will be purchased to support the teaching and learning of our target students.</p> <p>6. Te Whānau Kākano: Tier 2 BSLA Intervention Groups</p> <p>Te Whānau Pihinga and Te Whānau Puāwai: Syntax Project Writing Groups in Years 3, 5 and 6.</p>	<p>Senior Staff</p> <p>Teachers</p> <p>(and informed by students)</p>	<p>Terms 1, 2, 3, 4</p>	<p>Teacher Release</p> <p>Staff Meetings</p> <p>Whānau Meetings</p> <p>Senior Staff Meetings</p> <p>Professional Learning Development Budget</p> <p>Curriculum Budgets</p>	<p>Readiness for School</p> <p>Observations (at least twice a year)</p> <p>Teacher Aides</p> <p>Teaching of the Rātā Street School Values</p> <p>Promote the home/school partnership by using Seesaw</p> <p>Probus Reading (across the school)</p> <p>Whānau Goal Setting</p> <p>Target Review meetings (twice a term) with a focus on target students</p> <p>Writing moderation at a team and school level</p> <p>Whānau Māori engagement</p> <p>Pacific Fono engagement</p> <p>Regular assessment (formative and summative) - see Assessment Timeline 2025</p> <p>Short Slot Meetings (twice a year)</p> <p>Planning Chats</p>

